Indonesian Efl Learners' English Language Learning and use in Social Media: A Case Study

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A B S T R A C T

In 2022, Instagram became Indonesia's second most popular social media platform. The most significant portion of users, around 31 percent, were youth in the 18 to 24 age range. This study aims to examine EFL learners' language learning practices on Instagram and characterize the utilization of English on various sides of social media activities on Instagram among youth Indonesians. A qualitative analysis used a case study method, to explore the intricate dynamics of language self-learning on Instagram. Answering the first research questions, the findings show the use of Instagram to study English conducted through several activities, including following English learning accounts, joining the broadcast channel of the English learning community, and watching English learning content on FYP "For You Page." Furthermore, in answering the second research question, the findings show that using English on Instagram can be done through several activities, including creating English-related content, writing English as a caption, and engaging in English interactions. The study contributes to understanding how EFL learners' online informal language learning adapts to social media like Instagram.

1. Introduction

There are many new technologies and social networking developments nowadays. It enables people to communicate and get the latest information. In recent years, Instagram, a free photo (and video) capturing and sharing service, has quickly emerged as a new medium for social networks in the spotlight. The statistical data stated that Instagram became Indonesia's second most popular social media in 2022. Although everyone can use and access Instagram freely, the most significant

portion of users is youth, around 31 percent, in the 18 to 24-year age range (Statista, 2023).

Transformative changes from conventional teaching methods and learning a second or foreign language to informal digital language learning are inevitable. Conventional education of language primarily occurs in offline environments, often characterized by its structure and teacher-directed (Gee, 2004). In contrast, informal digital language learning occurs in online environments, often characterized by unstructured and self-directed (Lee, 2021). This digital landscape allows L2/FL learners to access multi-modal literacy, as noted by Lotherington and Jenson (2011).

Instagram, in particular, presents several interesting features, including sharing images and videos, short video clips called reels, captions, interactive comments and replies, short instastories, live streaming, broadcast channel, direct messages, and voice and video calls. These interactive features create a dynamic condition ideal for language learners who want to improve their language proficiency.

This research explores the intricate dynamics of language self-learning on Instagram. This research aims to examine how EFL learners' language learning practices and characterize the utilization of English on various sides of social media activities on Instagram. This exploration involves Instagram affordances applied to English learning, including visual engagement and multi modal learning (1), authentic language use in real-life contexts (2), interaction and participation in English (3), content creation and language production (4), multilingual environment and cultural engagement (5), mobility and ubiquitous learning (6).

Previous research has extensively explored the diverse roles of social media in language learning through three different approaches to the research. These approaches include quantitative investigations, mixed methods studies, and qualitative examinations, each highlighting the relationship between social media and language learning. In quantitative investigations, exemplified by the work of Dizon (2016), Roohani and Heidari Vincheh (2021), and Paul and Friginal (2019), researchers systematically compared the impact of social media use with conventional language learning methods. In the qualitative domain, research conducted by Vanek, King, and Bigelow (2018), Lambton-Howard, Kiaer, and Kharrufa (2020), and Peeters (2018) have investigated experiential aspects of social media in language education contexts. In the mixed methods research category, research conducted by Ippolito (2021), Jia and Hew (2019), and Barrot (2020) has adopted a multifaceted approach, combining qualitative and quantitative methods to explain the potential of social media in improving English language skills proficiency.

Although previous research has made significant progress in explaining various aspects of language learning through social media, the proposed study addresses theoretical, methodological, and contextual gaps, underscoring the importance of understanding language self-learning among Indonesian EFL learners on Instagram. Existing literature has investigated language learning in online

environments. However, it is essential to recognize the theoretical gap in fully understanding the intricacies of language self-learning revealed in everyday social media use, including through concepts such as Informal Digital Learning of English (IDLE) by Ju Seong Lee (2021). Complementing these efforts, Benson's (2001) groundwork advocacy for learner autonomy and self-directed and Dressman and Sadler's exploration of learning in digital contexts in The Handbook of Informal Language Learning (2020) provides a valuable foundation, offering insights that align with the aims of this study and enhance the coherence of the research framework. The dynamics of Indonesian EFL learners' learning on Instagram, where they navigate a multilingual digital landscape, remains largely uncharted. This study is poised to contribute to a deeper understanding of how learners actively shape their language trajectories on digital platforms by investigating this intricacy.

This research addressed two research questions. First, how can EFL learners use social media to study English? This question explores social media's affordances and how EFL learners might utilize them to learn English. Second, how do EFL learners utilize English on social media?

2. Methodology

This study employs three primary categories of data collection techniques. First, observations. This includes a series of actions to see the actual phenomenon in the field as the base of the data collection efforts. Observations in this study were conducted on Instagram. Observations were conducted five times. Second, interview. This activity involves conducting a question-and-answer conversation with carefully chosen participants who are significant data sources. This study used semi-structured interviews. The interview was conducted three times, addressing three chosen participants via Zoom meeting. Third, content analysis. This activity involves identifying the meaning of text, images, and digital media. This social media content is divided into two sources: the researcher and the participants. Social media content obtained through the researcher includes following accounts, comments, content creation, and captions, while content obtained through participants includes saving a collection and broadcast channel communities.

Research Design

This qualitative approach employs a case study to explore the intricate dynamics of language self-learning on Instagram. Yin (2018) defines a case study as a method of thoroughly examining a contemporary phenomenon in its real-life setting. This method acknowledges that phenomena and contexts are frequently interconnected in real-world situations.

Following the definition above, this research uses a case study to delve into Indonesian EFL learners' English language learning and use of social media, particularly Instagram. This research elaborates on a case study of how EFL learners use Instagram to study and utilize English. Furthermore, it happens on Instagram as an online platform.

Research Participants or Population and Sample

Guided by the principle of purposive sampling, this study's participants specifically targeted teenagers engaged in independent language learning on Instagram. The primary aspect of choosing research participants was their age. They are in the age class of 15 to 24 years due to the youth demographic. Another essential criterion for participant selection is their status as active Instagram users. Given the study's context, participants must be residents of Indonesia. Moreover, after carefully considering the criteria and methods for selecting research participants, I have decided to include three in this study: one man and two women.

Data Analysis

The data analysis in this case study used thematic analysis (Braun and Clarke, 2013) to analyze the data. This thematic analysis includes seven steps. First, in the transcription step, I transcribed the participant interview into an interview transcript and digital observation into field notes. Second, reading and familiarization step, I need to read and become familiar with interview transcripts and social media. I am also taking note of labeled data that can be used to answer research questions. Third, coding step, I group and write short labels that summarize the content of the data. Fourth, searching for themes step, I identified similarities and differences and familiarize myself with the patterns of coded data to establish themes. Fifth, reviewing themes step, I make sure that themes are relevant to the coded data. Sixth, defining and naming themes, I defined and named themes relevant to their content and meaning, such as learning and utilizing English. Lastly, I wrote an analytic narrative from the extracted data to answer the research question in writing - finalizing the analysis step.

3.   Results and Discussion

Research Findings

This section presents the data and research results to answer the research questions. The findings categorize the data into two sections: the use of social media by EFL learners to study English and the utilization of English on social media by EFL learners.

1. EFL Learners' Use of Social Media to Study English

People use social media daily. Instagram can be accessed anytime and anywhere, offering ubiquitous learning for EFL learners. The use of Instagram to study English can be conducted through several activities, including following English learning accounts, joining the broadcast channel of the English learning community, and watching English learning content on FYP's "For You Page."

   a. Following English Learning Accounts

This study reveals that EFL learners typically follow English learning accounts. The following accounts have shown their interest in learning English. Thus, they use Instagram not only for entertainment but also as a learning medium for learning English. This media is flexible as it can be accessed between busy schedules.
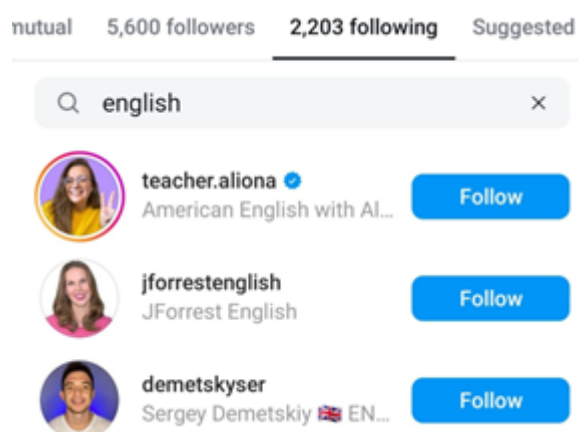

Figure 1. The example of following English learning accounts

Participants follow several English Learning Accounts. The image above illustrates how one of the participants (P2) is following accounts such as **@teacher.aliona**, **@jforrestenglish**, and **@demetskyser**. These accounts are run by English language teachers who share tips, lessons, and motivational content. It is designed to help learners improve their English proficiency.

EFL learners do English learning activities by visiting the English learning accounts. They can access the content materials, which can be pictures or videos. This multiliteracy allows for a more interactive and exciting learning process. This way, EFL learners only need to spend time learning English through their gadgets.
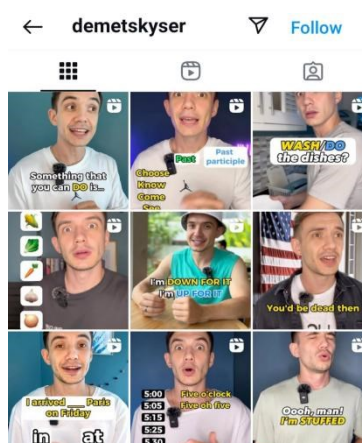

Figure 2. An example of interactive and exciting multiliteracy

The image above illustrates one of the English learning accounts, @demetskyser, followed by P2, which has 782 posts. Just one English learning account covers

various English learning materials. Moreover, the learning materials are presented in multiliteracy, combining text, sound, and exciting and interactive visuals. Therefore, EFL learners only need to access learning materials from the learning account as desired via their gadgets.

The video content is typically created in short videos where the teacher delivers the materials with text explanation. A short video duration summarizes essential points and explains the gist without being long-winded, making it easier for EFL learners to understand the material. The text explanation helps the learners to follow the delivered materials. The delivery of materials by teachers allows learners to understand the materials while getting used to English.
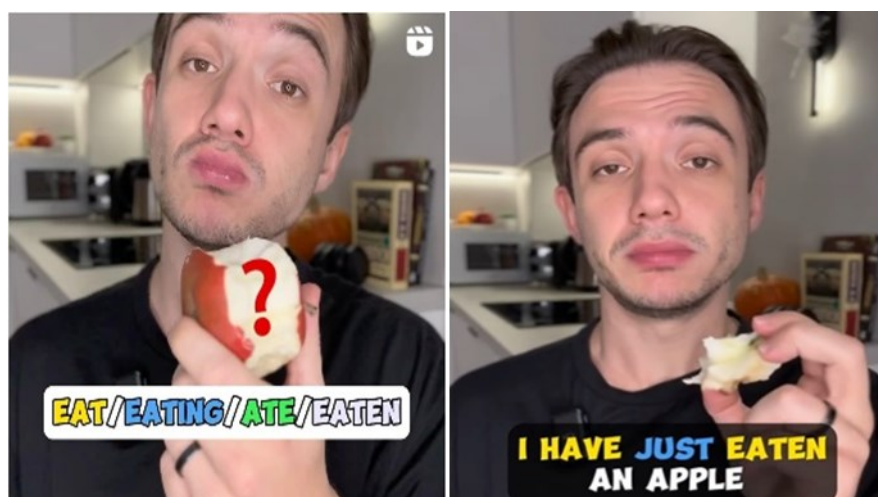

Figure 3. An example of a short video (reel) content

The images above illustrate one of the English learning accounts followed by P2. @demetskyser delivers tense materials. He created a reel (short video) within 24 seconds to explain tense materials by demonstrating it in terms of eating an apple. This video combines text, sound, and visuals. All of these components help EFL learners understand the materials.

After exploring the available learning activities, this study underscores the advantages of learning English through these accounts. First, they will better understand the materials. Adjusting the account to the EFL learners' learning style can make it easier for them to understand the learning materials. One participant (P1) described the advantage of learning English to understand the materials better, stating that:

The advantage is that I understand the material taught better, such as grammar. (P1)

Another participant (P3) also had the same view stating that:

Grammar is also gradually understood better. (P3)

Second, they will improve their listening skills. It is because while understanding and digesting materials, they gradually become accustomed to English. One participant (P2) described the advantage of learning English to understand the materials better, stating that:

> Listening skills by listening to native speaker content, which makes me used to it. (P2)

Another participant (P3) also had the same view stating that:

> Because I often listen to the content, I have become more used to English. (P3)

Third, they will improve their English reading skills. Content materials, whether photos or videos, require them to read. One participant (P2) described the advantage of learning English to understand the materials better, stating that:

> I improved my reading skills by reading the explanation of the content. (P2)

Another participant (P1) also had the same view stating that:

> The content explained verbally and in writing will require listening and reading. Reading while listening will make it easier for me to understand the materials. (P1)

b.   Joining The Broadcast Channel of The English Learning Community

Several English learning accounts created broadcast channels to engage with their followers as English learning community associations. Learners can join the English learning community to study English. Although one-way communication has limitations, this broadcast channel allows for various learning through affordances that are not possible when uploading learning materials to their feed, such as such as votes, which can be used for comprehension check exercises.

The images above illustrate three examples of questions that use voting. The left image illustrates a gap-filling exercise. Middle image illustrates a picture-based question. The right image illustrates the listening test. This study found that variation across broadcast channels in English learning communities influences EFL learners' learning activities. One participant (P3) described activities in joining broadcast channels in English learning communities, stating that:

So usually, on the @aarons.english account, *Kak*, every day, there are focus materials where it will first share video content materials and then briefly explain them. So, after that, he gave exercise. Then, the key will be given the next day. So, I just followed the learning flow. (P3)
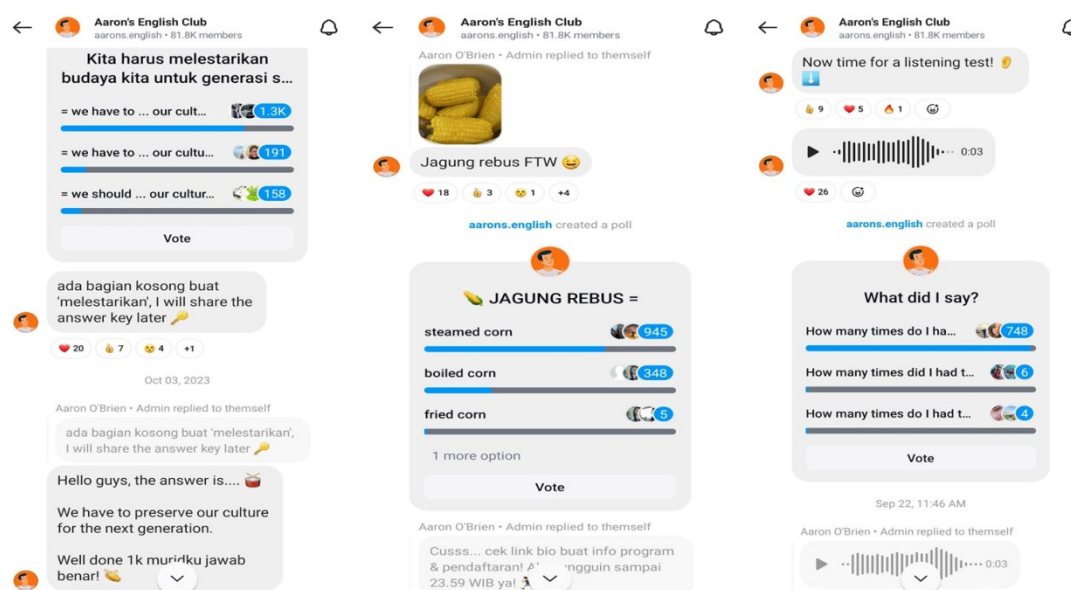
Figure 4. The Example of Exercises Uses a Vote

The images above illustrate three examples of questions that use voting. The left image illustrates a gap-filling exercise. Middle image illustrates a picture-based question. The right image illustrates the listening test. This study found that variation across broadcast channels in English learning communities influences EFL learners' learning activities. One participant (P3) described activities in joining broadcast channels in English learning communities, stating that:

> However, another participant (P2) had a different experience on @englishwithgeet broadcast channels, stating that:
>
> > This community shares different daily topics where I can focus on the material to improve my knowledge. (P2)
>
> P2 further stated that there was no exercise. This community focused on developing understanding and usage, stating that:
>
> > There isn't any for this account, *Kak*. It's more like the difference between basic and advanced English. (P2)

These statements show that variation across broadcast channels in English learning communities influences EFL learners' learning activities. Some only facilitate learning materials, and some maximize affordances by facilitating learning materials, exercises, etc. Because of this variation, EFL learners tend to be self-directed in following the learning process.
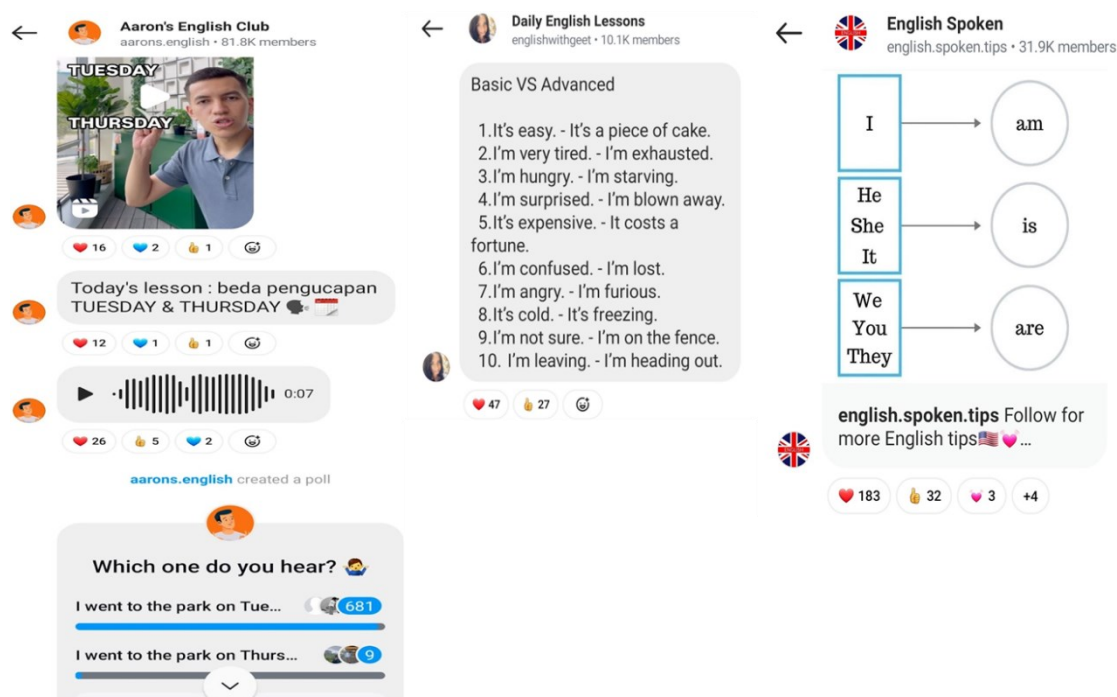
Figure 5. The example of the different broadcast channels in designing learning activities

c.   Watching English Learning Content on FYP "For You Page"

EFL learners used to watch content in FYP, as it was their preference. This study found that when EFL learners are in FYP, they watch entertainment-related content. One participant (P1) stated that: Usually, on FYP, I like the more entertaining ones. So sometimes I skip it. But as we can already see the materials, If there are interesting materials, I watch them and then save them. (P1)

This shows that their primary purpose in FYP is to entertain, not learn English. However, as they have watched English-learning content before, the algorithm includes it on FYP. While EFL learners watch entertainment-related content, they typically watch English-learning content that seems unconsciously interspersed. EFL learners respond to English-learning content depending on its content. The algorithm system selects the content as long as the topic is still aligned, in this case, English-learning content. However, English learning content varies, and each EFL learner has a preference, making it difficult to choose suitable content. Depending on the topic content, they will watch it or just skip it. Moreover, they typically only watch it once and return to the entertainment-related content. Furthermore, depending on the content's contextual relevance, they will save it in their collection to rewatch it later or skip it.

Figure 6. The example of saving English learning content on collection

The participants (P1) shared saved English learning content in the collection, as shown in the image above. It is a content encounter in FYP, and because of relevance-based selection, it was finally saved. The lesson is about synonyms in advance.

2. EFL Learners Utilize English on Social Media

People use social media daily. Instagram can be accessed anytime and anywhere. Most people utilize Instagram for entertainment. Using English on Instagram can be done through several activities, including creating English-related content, writing English as a caption, and engaging in English interactions.

a. Creating English-Related Content

EFL learners can create content while also utilizing their English. They can use image and video content to channel their use of English. For Image content, they can insert English text and songs. They can insert English text and songs and speak in English for video content. Those components can be done separately or combined into one, which will leave a more lasting impression.

EFL learners typically create content such as activities, achievements, and memorable moments. This content aims at documentation and personal branding. Furthermore, incorporating English into the content can be a learning tool to utilize their English skills. Sometimes, English can make it feel natural, while it might leave a cringeworthy impression in Indonesian.

This study found several considerations in the creation of English-related content. First is the originality of English content creation. It is not a big deal to create content that is not self-made as long as they give credit to appreciate the work. However, when creating content to utilize their English skills, it is essential to make

it themselves. Two participants (P2 and P3) stated that they created the content themselves, stating that:

> Yes, *kak,* that's right, I made it myself. (P2)

> Yes, I made it myself, *kak*. (P3)

Another participant (P1) also had the same view in some cases but also brought up a new point in several cases, stating that:

> I made up the words myself. But sometimes, I also took from song lyrics or quotes. (P1)

The second consideration is the alignment of components with the content. EFL learners must think critically to match components such as English text, songs, and spoken English with image or video content. Matching all the elements would accurately deliver the purpose and meaning.
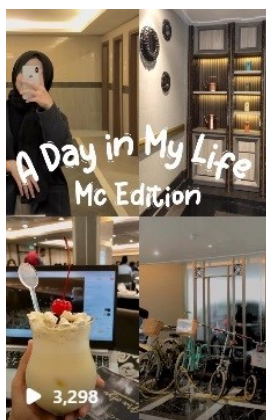

Figure 7. An example of the participant's content creation

The image above illustrates the participant's (P2) post. She incorporates video, text, and song components into her post. All components align and merge into one piece of content.

The third consideration is the meaning of content creation. The meaning of content is not always explicit, but some convey it implicitly. It is always related to the reason behind content creation. What needs to be considered is whether the content created follows what that wants to convey. Regarding the P2 post above, she stated that: The title of the video, 'A Day in My Life: MC Edition,' this video tells about my activities when I was invited as the Master of Ceremony in a Fundraising Starter Training event from Yayasan Solo Peduli. (P2)

b.   Writing English Caption

EFL learners can utilize English by applying it to their content. Writing an English caption will train English learners to get used to it. They will learn to compose sentences by choosing diction and following grammatical rules. Again, sometimes,

English can make it feel natural, while it might leave a cringeworthy impression in Indonesian. Furthermore, English can be understood because they have a broader friend network.

This study found several considerations in writing English captions, as Participant 2 states:

> Of course, the match between the content and the caption. Because both are one unit, the caption must be in accordance with the content created. Then, the accuracy of the use of grammar must also be considered. Then also politeness in language. (P2)

First is the alignment of a caption with the content. The caption is located below the content as it describes the meaning of the content. Therefore, EFL learners need to consider the alignment of a caption with the content before posting. The second consideration is grammatical check. Composing English sentences on the caption means practical writing for EFL Learners. Even though they feel the writing is correct, sometimes the application of their knowledge is still wrong. If the grammar is incorrect in English, the meaning will be different. To avoid this, checking the grammar before posting is necessary. The third is politeness in the language used. Choosing polite words will give a better impression than using harsh words. Moreover, we must also consider word choice to avoid offending any party that can cause conflict.

Figure 8. The example of writing an English caption

The image above illustrates how one of the participants (P1) utilizes English on Instagram by writing a reflective and expressive caption that summarizes her experiences and emotions in the spring season that is coherent with the uploaded content. It demonstrates her ability to use descriptive and poetic language, engage with social media conventions, and document personal experiences. This example showcases her proficiency in English and highlights the meaningful and creative

ways she incorporates the language into her social media, despite minor grammatical errors such as "fourth" should be "the fourth," the word "sun shine" should be "sunshine," and the use of "was" should be "were." That is why a grammatical check is required to avoid mistakes like this.

This study underscores the advantages of writing English captions after exploring its activity. EFL learners will develop their writing skills. Writing English captions requires applying their knowledge. Moreover, They will learn to use grammar practically. This application of writing will also increase EFL learners' vocabulary as they try to express what they want to convey.

    c.   Interacting In English

Instagram provides "comment" and "direct message" tools. The distinction between the two tools is that comments are public consumption, while direct messages are private matters. Other people can see comments, but the person concerned in the chatroom can only see direct messages. Hence, comments usually discuss the uploaded content, while direct messages discuss anything.

Moreover, comments tend to be short, while direct messages tend to be extended. Furthermore, there are also distinctive affordances. In comments, they can only interact by chat, while in direct messages, they can send chat and voice notes, images, videos, calls, and video calls. Despite the many differences, this study found similarities regarding EFL learners' tendencies in writing messages, as Participant 1 states:

> Yeah, so I adjusted. Apart from that, also look at the comments itself, *Kak*. So, if the comment is in English, I usually reply in English too. (P1)

Another participant (P2) also had the same view:

> Indeed, when I comment, I adjust, *Kak*. So when someone comments in English, I usually reply in English and vice versa. Because not all of my followers understand English. (P2)

Participant (P3) also had the same view:

> If someone comments in English, I will reply in English. Now, it seems common for people to comment in English even if it's only short, right, *Kak*? (P3)

The statement indicates that the language used in comments is adjusting. When EFL learners reply to comments, it depends on the language commenters use. If someone comments in English, they usually reply in English. When someone remarks using Indonesian, they reply in Indonesian. Likewise, in direct messages, adjust the scope of friendship, as Participant 2 states:

For direct messages, when interacting with acquaintances or friends from abroad, the first language I use is English. (P2)

When they reply to a message from an overseas friend, the very first language they use is English. Meanwhile, Indonesian friends tend to use their first language, as Participant 3 states: Although direct massage is more private, most of my acquaintances speak Indonesian. Even friends who can speak English usually still use Indonesian. English is only for insertion, like mixing Indonesian and English. (P3)

Even when they can use English, English is only used as an interlude or mixed with Indonesian English.
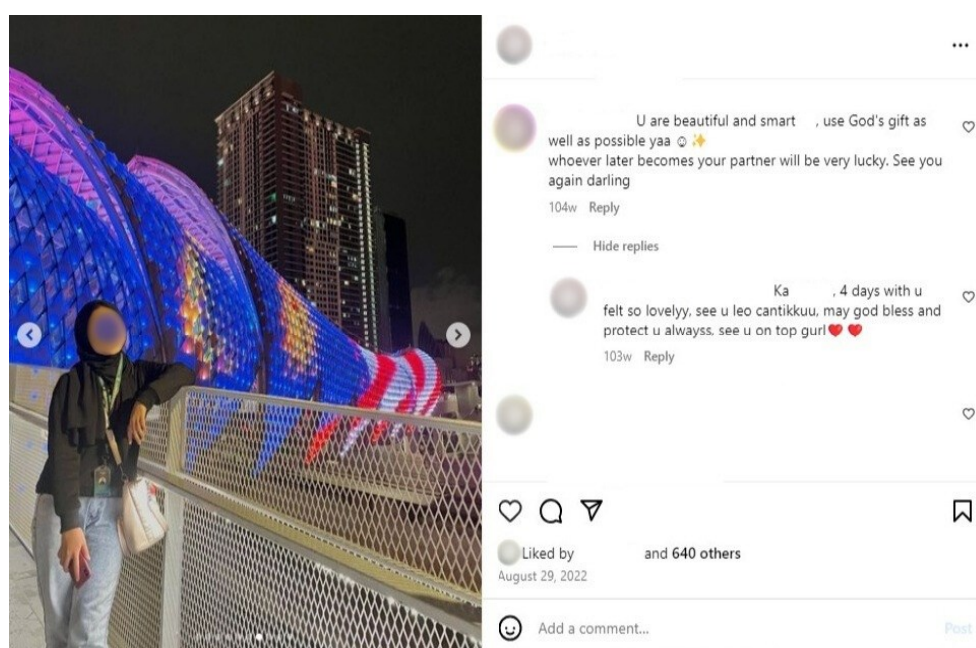

Figure 9. An example of Interaction using English in the comment section

The image above demonstrates how one of the participants (P2) utilizes English to interact in the comment section with her acquaintance. The participant can respond to her acquaintance's positive sentiments and support. The participant's response uses informal and abbreviated language typical of social media, such as "u" for "you" and "lovelyy" for "lovely." The inclusion of mixed language, with "cantikku" (Indonesian for "my beautiful"), showcases her ability to blend English with their native language for personal expression. Using emoticons and casual terms of endearment like "gurl" reflects their familiarity with the social media communication style. Additionally, the reference to religious blessings highlights their comfort in integrating personal and cultural beliefs into English communication. This example highlights the participant's proficiency in using English to engage in meaningful and culturally nuanced social interactions on social media platforms.

This study underscores the advantages of interaction in English after exploring its activity. EFL learners will develop their English skills, the first of which is improving their reading skills. EFL learners should read and understand the context conveyed in the comments before replying to comments, which can improve their reading skills. The second is improving their writing skills. They will start composing the sentence after reading and understanding the context in the comments. Moreover, the language used tends to be slang, helping EFL learners expose themselves to authentic language.

Discussion

This section presents a discussion to support the findings with previous studies and theories that examined how EFL learners' language learning practices and characterization of the utilization of English on various social media activities on Instagram.

1.   EFL Learners' Use of Social Media to Study English

    a. Following English Learning Accounts

This study reveals that EFL learners typically follow English learning accounts on social media. The participants in this study have shown their interest in learning English through social media. Thus, they use Instagram not only for entertainment but also as a learning medium. They do English learning activities by visiting the English learning accounts. They can access the content materials, which can be pictures or videos. This multiliteracy allows for a more interactive and exciting learning process. This way, EFL learners only need to spend time learning English through their gadgets.

Those findings were similar to Wang, H. Chun, & Chen, C. W. Yu. (2019) study that questioned the way EFL learners use English-teaching YouTubers' videos to self-regulate their English learning outside the classroom. Their study found that 41.72% used English-teaching YouTubers' videos as resource regulation, which refers to using videos as English learning resources. 27.81% as effective regulation refers to using video to enhance their interest in learning.

Two studies show that EFL learners watched the content as an English learning medium. Those studies also show that multiliteracy is interactive, which can enhance their interest in learning. Furthermore, those studies show the importance of the learner's active role in social media self-regulated language learning. However, the two studies differ regarding social media platforms and research findings. Their YouTube research shows a less effective effect on improving their English or preparing for English exams because of a lack of structured content. In contrast, this Instagram research positively impacts English language skills by explaining the consideration of choosing an English learning account.

Two studies can be analyzed using Lee's Informal Digital Learning of English (IDLE) concept (2021). IDLE is divided into two contexts, including extracurricular and extramural IDLE. Extracurricular IDLE characterizes self-

directed, self-instructed, digital learning of English in semi-structured, out-of-class environments that are still linked to a formal language program, while extramural IDLE self-directed, naturalistic, digital learning of English in unstructured, out-of-class environments, independent of a formal language program (Lee, 2021). According to this concept, this study and the study of Hung-Chun Wang & Cheryl Wei-yu Chen (2019) characterized extracurricular IDLE as both studies linked to a formal language program.

Considering the various learning accounts and individualized learning styles, this study also found that the suitability of the learning account with the learner's learning style is necessary. Thus, this study identified criteria that EFL learners consider when selecting English learning accounts, including EFL learners choosing content that suits what they want to know, choosing the suitable way educators deliver content materials, choosing accent and pronunciation, and choosing credible and active accounts. This study found that conducting learning activities with suitable English learning accounts for continuous learning is expected to improve EFL learner knowledge, reading, and listening skills.

Those findings were similar to the Cha, H. J., & Ahn, M. L. (2019) study that designed a smart tool prototype for differentiated instruction (DI) in their classrooms. The prototype can help analyze student characteristics to provide personalized materials that enhance individual learning needs. This way, learning can be more effective.

Two studies show the importance of adjusting teaching methods to individualized learning styles. Those studies also integrated technology tools. That smart-tool prototype and Instagram can be the media to promote differentiated instruction in action. However, the two studies differ regarding research findings. Their study does not explain the impact of differentiated instruction, which only focuses on implementation. In contrast, this study found that conducting activities with suitable English learning accounts for continuous learning is expected to improve EFL learners' knowledge, reading, and listening skills.

b. Joining The Broadcast Channel of The English Learning Community

This study reveals that broadcast channels allow for various learning, such as focus materials daily, and affordances that are not possible when uploading learning materials to their feed, such as voice notes, which can be used for listening exercises. Votes can be used for comprehension check exercises. This activity aims at daily progress. Furthermore, teachers will act as learning activity designers, while EFL learners just need to follow their guidance.

Those findings proved Instagram affordances can support language learning. This indicates affordances for emphasizing visual engagement and multimodal learning to provide enjoyable and interactive content, similar as those described by Kress (2010).

Unfortunately, Instagram broadcast channels afford limited interaction. So, members can't interact on broadcast channels. This impacts several things, such as

members' inability to ask questions about confusing teaching materials and their inability to practice practical English skills, such as writing and speaking. However, if they could, the impact of learning would be more optimal.

This study also found that variation across broadcast channels in English learning communities influences EFL learners' learning activities. Each English learning community's broadcast channel uses a different learning method, so EFL learners self-instructed selectively to suit their learning styles. Furthermore, they are also self-directed in managing their learning process.

Those findings were similar to those of Lan, P. S., Liu, M. C., & Baranwal, D. (2020), who also researched an English learning online community. However, their study focused on the Contract Learning Online Community (CLOC). Their analysis showed that joining CLOC enhances students' motivation to learn English, enhances student achievements in English learning, and promotes self-regulation.

Two studies show the effectiveness of joining an English online learning community. This effectiveness is demonstrated in motivation to learn English through the self-regulation learning process. This learning process enhances achievements in English. Additionally, those self-regulation activities are supported by mobility and ubiquitous learning affordances platforms (Lee, 2023). More effortless mobility and technology allow learners to access the platform anytime and anywhere. This makes it easier to manage user learning.

c. Watching English Learning Content on FYP "For You Page"

This study found that when EFL learners are in FYP, they watch entertainment-related content. This shows that their primary purpose in FYP is to entertain, not learn English. However, as they have watched English-learning content before, the algorithm includes it on FYP. While EFL learners watch entertainment-related content, they typically watch English-learning content that seems unconsciously interspersed.

There is still no study explaining social media algorithms to language learning. However, Dukut, E. M. (2018) has similar research, creating an enjoyable environment and using interactive content. She used picture and digital animation software to teach English and concluded that it is effective for English learning.

Two studies show that creating an enjoyable environment and using interactive content is adequate for learning English. However, those studies are different in terms of consciousness teaching. Her study pointed out that students are conscious of learning, while this algorithm study pointed out that EFL does not aim to study, so it is unconscious learning.

Furthermore, this study also found that English learning content varies, and each EFL learner has a preference, making it difficult to choose suitable content. Depending on the topic content, they will watch it or just skip it. Moreover, they typically only watch it once and return to the entertainment-related content.

Furthermore, depending on the content's contextual relevance, they will save it in their collection to rewatch it later or skip it.

This finding study also can be analyzed using Lee's Informal Digital Learning of English (IDLE) concept (2021). This algorithm FYP can be identified as extramural IDLE, categorized as self-directed, naturalistic, digital learning of English in unstructured, out-of-class environments, independent of a formal language program (Lee, 2021).

2. EFL Learners Utilize English on Social Media

    a. Creating English-Related Content

This study reveals that EFL learners can create content while utilizing their English. They can use image and video content to channel their use of English. For Image content, they can insert English text and songs, while for video, they can insert English text and songs and speak in English. Video content can be done separately or combined.

Those findings were similar to those of Nami dan Asadnia (2024), who also revealed that EFL students can create digital stories to practice English. However, their study focused on EFL students who created digital stories (DSs) to practice and develop their vocabulary. Moreover, their digital story is a collaborative assignment. This study also found several considerations in the creation of English-related content. The first is the originality of English content creation. The second is the alignment of components with the content. The third is the meaning of content creation.

Those findings were indirectly similar to Nami dan Asadnia (2024), who also revealed that EFL students self-made digital stories to practice English. EFL students also need to consider the alignment of components to make a good digital story. Moreover, students tried to convey meaningful stories. This study also found that creating English content influences the advantage obtained. EFL learners will develop their writing skills for image content as they write text. At the same time, they will develop their writing and speaking skills for video content as they also speak in English. They will construct sentences and apply grammar both in writing and speaking.

Those findings were similar to those of Lee, S. Y., Lo, Y. H. G., & Chin, T. C. (2019), who also revealed that EFL students can create digital multimodal to practice English. They need to blend components such as text, pictures, videos, etc., to make it an exciting explanation of Taiwan. Moreover, their digital story is a collaborative assignment. Their study also positively impacted EFL college students' knowledge, vocabulary, and sentential complexity.

Three studies show that EFL activities include creating digital multimodal to practice and enhance English skills practically. However, their digital composing is a collective student assignment that students are asked to make, while this English content creation is the personal EFL learners' social media activity they desire.

b. Writing English Caption

This study reveals that EFL learners can utilize English by applying it to their content. Writing an English caption will train English learners to get used to it. They will learn to compose sentences by choosing diction and following grammatical rules.

Those findings were similar to those of Gomes Junior, R. C. (2020), who also revealed that Instagram could be used for foreign language learning networks, including content creation with captions. Moreover, one of the requested formats in this project is instant stories containing pictures with textual messages sent via email or direct message. This study also found several considerations in writing English captions. The first is aligning the caption with the content. The second is a grammatical check. The third is politeness in the language used.

Two studies show that Instagram can be used to learn foreign languages. It can be done through social media activities supported by its affordances, one of which is writing captions. Furthermore, two studies also consider that its activity leads to a positive impact on targeted language. Two studies show that EFL activities include creating digital content to practice and enhance English skills practically. However, their digital composing is a collective student assignment that students are asked to make, while this English content creation is the personal EFL learners' social media activity they desire.

The two studies above illustrate Instagram's ability to emphasize content creation and language production, including images and videos accompanied by text, song, speech, etc (Lee, 2023). This component needs to be suitable for the content. It makes it possible for L2 learners to utilize language practically. This way, content creation and language production can improve language skills.

Then, this study underscores the advantages of writing English captions after exploring its activity. EFL learners will develop their writing skills. Writing English captions requires applying their knowledge. Moreover, They will learn to use grammar practically. This application of writing will also increase EFL learners' vocabulary as they try to express what they want to convey.

Those findings were similar to those of Abdelhalim, S. M. (2024), who also revealed a positive impact of self-regulated writing strategies on digital multimodal composing (DMC). However, his study is a collaborative assignment in the classroom environment. Two studies show that EFL activities include creating digital content to practice and enhance English skills practically. However, their digital composing is a collective student assignment that students are asked to make, while this English content creation is the personal EFL learners' social media activity they desire.

c. Interacting In English

This study characterized EFL learners' writing in comments and direct messages. EFL learners tend to write messages based on consideration. The way they reply to comments depends on the language commenters use. If someone comments in English, they usually reply in English. When someone remarks using Indonesian, they reply in Indonesian. Likewise, in direct messages, adjust the scope of friendship. When they reply to a message from an overseas friend, the very first language they use is English. Meanwhile, Indonesian friends tend to use their first language. Even when they can use English, English is only used as an interlude or mixed with Indonesian English.

After exploring its activity, this study also underscores the advantages of interaction in English. EFL learners will develop their English skills, the first of which is improving their reading skills. The second is improving their writing skills. Moreover, the language used tends to be slang, helping EFL learners expose themselves to authentic language.

Those findings were similar to those of Li Jin (2017), who also revealed that online conversation can be used to learn a language. Online platform affordances help Chinese learners engage with their native language through conversation as a practice media platform. Her study also revealed that L2 learners improved their reading and speaking skills through conversation and got used to slang. Two studies show that social media can be used to learn foreign languages. It can be done through social media activities supported by its affordances, one of which is interaction. Furthermore, two studies also consider that its activity leads to a positive impact on targeted language.

The two studies above illustrate Instagram's and WeChat's multilingual environments and cultural engagement (Junior, 2020). Both platforms can emphasize interaction and participation (Lee, 2023). In this study, Instagram focuses on English utilization, while Li Jin's (2017) study emphasizes Chinese utilization. Moreover, both platform affordances facilitate authentic language use relevant to real-life contexts (Lee, 2023).

4.   Conclusion

This section presents the conclusion of the finding. This conclusion is divided into two findings:

   1.   EFL Learners' Use of Social Media to Study English

EFL learners show interest in learning English on Instagram. They follow accounts and watch on FYP's "For You Page" to receive content materials while joining the broadcast channel to receive content materials and exercise. Watching English content on the following account and FYP is done by selecting various content to be studied, while materials shared in the English broadcast channel community focus on one learning topic daily and aim at daily progress. Furthermore, teachers will act as learning activity designers, while EFL learners just need to follow their guidance.

That way, EFL learners will receive interactive and pleasing content materials and exercises. However, considering the various learning accounts and individualized learning styles, the suitability of the learning account with the learner's learning style is necessary. That is why EFL learners must choose content that suits what they want to know, choose the suitable way educators deliver content materials, choose accent and pronunciation, and choose credible and active accounts. Learning suitable English learning accounts with continuous learning is expected to improve their knowledge, reading skills, and listening skills.

2.   EFL Learners Utilize English on Social Media

EFL learners can practice their English on Instagram through social media activities. These include creating English-related content, writing English captions, which can generate documentation and personal branding, and interacting in English. This way, they can practice their English practically. However, several considerations must be made when conducting social media activities to develop English skills. First, it must be original, self-made English. Second, it must be aligned. For content creation and writing components, captions must align with the content, while when learners reply to the comment section and direct messages must align with the remark from the interlocutor. Third, the meaning must be according to what learners want to convey. Furthermore, EFL learners' social media activities impact English skills differently. It can improve English skills, especially their reading, writing, and speaking skills.

This research finding implies both theoretical and practical impacts. Theoretically, this study's findings significantly impact understanding social media's role in English language learning. Practically, these findings positively impact EFL learners. They can use these findings to guide those wanting to study English, as they illustrate learning activities and practical practice for EFL learners.

Related to the findings of this research, some suggestions are proposed for the teachers, students, and future researchers. First, for English teachers. They can increase teaching effectiveness by integrating social media into lesson plans. Second, for the students. Participating in social media projects can have a different and engaging learning experience. Knowing that social media can be effectively used as an easy-to-use, complete, and attractive English learning medium will allow students to learn English not only during class but also outside of class. The last for the Future Researchers. Future researchers can continue their research on integrating social media into English learning, focusing on its long-term impact and effectiveness on EFL learners' skills.

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